

As a result of challenges associated with the COVID-19 Pandemic, the CSDE granted candidates who completed all components of an in-state teacher preparation program, except for licensure assessments prior to January 9, 2021, a Three-Year Nonrenewable Interim Certificate. For this reason, the Praxis II data may be incomplete until 2023 but will be collected in time for the 2024 Annual Report. Data pertaining to licensure exams taken prior to August 2022 is included below.

EdTPA

The EdTPA not only serves as an exam which our candidates must pass in order to graduate from the program and achieve certification, it also provides a baseline of SOE completers' preparedness for teaching. In almost all cases, on average our candidates scored well above the state required cut score for their content areas in 2021-2022 (Table 3.1). We also wish to highlight that although edTPA was not slated to be a CSDE requirement until 2020, EPP candidates began submitting this assessment in 2015 as part of a state-wide pilot. In the 2019 cohort, MAT candidates were required to submit edTPA, but cut scores were not required. For the 2020 cohort, edTPA was a requirement until suspended due to COVID-19. The edTPA was reinstated for the 2022 graduating cohort, with scores collected during the 2021-2022 academic year reported in Table 3.1 (below). However, once again the CSDE suspended an edTPA cut score through August 31 2022 due to ongoing impacts of the COVID-19 pandemic.

Licensure Exam Outcomes: MAT and EDL

As noted previously, licensure exam requirements were suspended for the 2020 graduating cohort. Licensure exam data collected during the 2021-2022 Academic Year is reported below. Regardless of the state certification they ultimately seek, EPP candidates must complete the appropriate Praxis II exams. To fulfill Praxis II requirements, Elementary education candidates must complete two licensure exams including Praxis II Multiple Subjects Exam (Table 3.2) and Connecticut Foundations of Reading Test (Table 3.3). Secondary education candidates must complete a Praxis II subject knowledge competency test in the area for which certification is sought (Table 3.4). Prior to ending our Secondary Spanish certification program area in 2021-2022, Secondary Spanish candidates were required to pass both the Oral Proficiency Interview (OPI) and/or Written Proficiency Test (WPT) in order to meet State requirements (data not included). With only one exception (2021-2022 Social Studies) EPP average scores on Praxis II licensure exams are consistently above state and national averages.

In the spring semester of the 2021-2022 academic year, the EPP began working with our colleagues in the College of Arts and Sciences to review specific areas on which our Secondary History, Secondary Social Studies, and Secondary Mathematics candidates tended to struggle in their Praxis II exams. The MAT Program Director is currently working closely with faculty in the Departments of Mathematics, English, and History in order to examine and refine the curriculum within 500-Level courses our candidates take in order to better prepare them for their Praxis II licensure exams as well as to ensure strong content knowledge for classroom teaching.

We wish to highlight that while all candidates must take the Praxis II as a requirement for program completion, we cannot require passing scores from candidates who plan to seek certification in a state other than Connecticut. We encourage readers to interpret the effectiveness of our EPP through our Praxis II pass rates mindful that 5-10% of our candidates seek certification outside Connecticut and are not required to pass the Praxis II exam.

Among EDL candidates, content knowledge is evidenced, in part, through performance on the CAT. On average, EDL candidates consistently outperform state and all test takers (Table 3.5) and 100% have passed the CAT, particularly noteworthy since the comparison made in Table CM is between EPP EDL test-takers' *first* scores and state and all-test takers' *best* scores, which may include scores resulting from second, third, etc. attempts.

State Licensing Measures: MAT and EDL Certification Rates

Completers in both the MAT and EDL programs within the EPP have consistently high certification rates, as illustrated in Table 3.6. The few MAT candidates who were not certified to teach graduate with a Master's degree from Quinnipiac University and often decide to pursue careers in areas of education outside of K-12 Classroom teaching.

Student Teaching Evaluations: MAT Form D

All MAT candidates Student Teach for a minimum of 50 days (10 weeks) and are supported and assessed through conferences and a variety of observation instruments including Student Teaching Form D (Table 3.7; 3.8). The Form D is completed by candidates' Supervisors (Table 3.7) and Cooperating Teachers (Table 3.8) during Student Teaching in the final semester and assesses candidates on each of the 10 InTasc Standards. It was implemented in its present form with our 2019 cohort. In 2020, we conducted the following correlational analyses which were submitted with our Self-Study Report (SSR):

- Student Teaching Form D: Cooperating Teacher scores and University Supervisor scores
- Student Teaching Form D scores and Educator Disposition Assessment (EDA)
- EDA and edTPA task scores by degree level (4+1 and Graduate MAT) and cohort

As described in Measures 1, when we examined relationships between Supervisor and Cooperating Teacher Form D scores, we found a strong, significant correlation between scores assigned by Supervisors and Cooperating Teachers ($r = 0.839$, $p < 0.001$) that persisted when candidates were disaggregated by 4+1 ($r = 0.766$, $p < 0.001$) and GradMAT (0.944 , $p < 0.001$) tracks as well as by cohort year (data available upon request). Although at that time the Form D instrument had only been implemented for two cohorts, the findings suggest Supervisors and Cooperating Teachers assess candidates similarly.

Dispositions Instrument: MAT Candidates

To assess professional attributes and dispositions, as of the 2018 cohort, all MAT candidates are scored on the proprietary Educator Disposition Assessment (EDA) at two time points during their tenure in the EPP. The EDA includes 9 dispositional criteria, scored on a Likert-scale range of 1 to 3.

From 2018-2020, candidates were assessed during the second semester after their first semester in the EPP by a course instructor, and during Internship (penultimate semester) by their Internship Advisor. For the 2021-2022 Academic Year, we adopted a slightly new protocol for assessing candidates on the EDA. As of 2021, candidates complete the EDA as a self-assessment during their first semester in the program (Table 3.9). They are then assessed during their penultimate semester by their Internship Advisors (Table 3.10) consistent with previous protocol. This approach not only provides candidates an opportunity to consider the dispositions considered necessary for teaching but to reflect on themselves and their progress towards developing such dispositions. In this way, the EDA not only provides a way to assesses candidates' dispositions as they progress through the program but provides candidates an opportunity to consider the dispositions considered necessary for teaching early in the program.

We look forward to continuing this new approach to EDA data collection in order to examine trends across program areas, tracks, and by cohort.

Dispositions Instrument: EDL Candidates

To assess professional attributes and dispositions among our advanced candidates, as of the incoming January 2022 cohort, all EDL candidates will be scored on the proprietary EDL Disposition Assessment (EDLDA) at two time points: at the start of their first semester in the EPP (conduct a self-assessment) and during their internship (assessed by internship advisor). The EDLDA was made available for use by our EPP through a partnership with its developer, Dr. Adrienne Wilson at the University of Tampa. At this time we have successfully collected data associated with EDL cohorts entering during 2022 Spring, 2022 Summer, and 2023 Spring semesters (Table 3.11) as well as from the EDL cohort engaged in Internship during Fall 2023 (Table 3.12). The Spring 2022 entering cohort will enter their internship during Spring 2023 at which time we can begin to review EDLDA trends within a cohort. Overall, this approach to disposition assessment, provides EDL candidates an opportunity to assesses EDL candidates' dispositions across their time in the program but also provides candidates an opportunity to consider the dispositions considered necessary for leadership at the start of their time in the EDL program.

Trends and External Benchmarks

We notice that in most program areas our edTPA scores (Table 3.1) are above state averages and will engage in further investigation of those program areas (ELA and History) where averages in 2021-2022 fell below state average. The edTPA cut score was waived through August 31, 2022. As noted above, on Praxis II, EPP average scores are almost always above state and national averages for Elementary and Secondary candidates (Table 3.1-3.3) which is particularly remarkable given the proportion of candidates who are not required to pass Praxis II in order to achieve out-of-state certification. The EPP also has very consistent certification rates year after year and comparison against external benchmarks¹ (Table 6.1) indicate Quinnipiac is above the Statewide Average and competitive with other regional SOEs. We are, at this time, unaware of external benchmarks against which to compare Student Teaching and Disposition data. However, the results presented below suggest that our MAT candidates demonstrate competency to teach effectively, as assessed by both their Supervisors and Cooperating Teachers through the Form D, as assessed by their Internship Advisors through the EDA, and as measured by Licensure exam scores and certification rates. We also feel that our EDL candidates demonstrate exceptional competence at completion as measured by 100% pass rates on CAT scores and dispositions, as assessed through the EDLDA instrument. As we continue to accumulate collected data, we will be able to examine trends across cohorts and program areas going forward.

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¹ https://title2.ed.gov/Public/Report/Providers/Providers.aspx?p=4_10

Quinnipiac University SOE Measure 3. Candidate Competency at Program Completion

edTPA Data

Table 3.1. EdTPA Exam Outcomes for MAT Candidates: 2017-2019 and 2021-2022.

Table 1. 4+1 MAT Candidates' EdTPA Task Scores by Program Area													
		Total Score			Planning Task			Instruction Task			Assessment Task		
2017 Cohort		EPP	State	Nat'l	EPP	State	Nat'l	EPP	State	Nat'l	EPP	State	Nat'l
Elementary (n=3)	Mean	52.0	45.0	53.5	14.0	12.7	15.1	16.3	13.8	14.8	13.0	12.5	15.1
	STDEV	1.0			1.0			1.5			3.6		
Secondary Math (n=1)	Mean	39.0		40.5	16.0		13.4	12.0		13.4	11.0		13.7
	STDEV												
Secondary ELA (n=1)	Mean	44.0	43.8	45.7	17.0	15.0	15.6	13.0	14.3	15.0	14.0	14.4	15.1
	STDEV												
2018 Cohort		EPP	State	Nat'l	EPP	State	Nat'l	EPP	State	Nat'l	EPP	State	Nat'l
Elementary (n=23)	Mean	54.3	49.8	52.3	14.7	13.8	14.6	14.7	14.0	14.4	15.4	14.0	14.9
	STDEV	5.8			2.3			1.6			2.5		
Secondary ELA (n=1)	Mean	48.0	44.8	46.1	15.0	15.9	15.8	16.0	14.1	15.0	17.0	14.7	15.3
	STDEV												
Secondary Math (n=1)	Mean	43.0	37.8	40.4	13.0	12.6	13.3	14.0	13.4	13.5	16.0	11.8	13.6
	STDEV												
Secondary Social Studies (n=1)	Mean	43.0	46.1	45.2	15.0	15.3	15.3	15.0	15.3	14.8	12.5	15.5	15.1
	STDEV												
2019 Cohort		EPP	State	Nat'l	EPP	State	Nat'l	EPP	State	Nat'l	EPP	State	Nat'l
Elementary* (n=32)	Mean	53.9	48.9	51.8	14.9	13.5	14.4	15.4	13.9	14.3	15.3	13.8	14.8
	STDEV	8.0			2.6			2.3			2.3		
Secondary ELA (n=7)	Mean	49.6	44.5	46.1	16.4	15.2	15.7	16.7	14.7	15.0	16.4	14.6	15.4
	STDEV	5.4			2.4			2.0			1.5		
Secondary History (n=8)	Mean	41.3	43.0	44.7	13.0	14.4	15.0	14.3	14.6	14.7	13.7	14.0	15.0
	STDEV	7.6			3.7			2.1			2.7		
Secondary Biology (n=1)	Mean	41.0	40.1	42.1	13.0	13.5	14.1	12.0	13.5	13.6	11.0	13.2	14.1
	STDEV												
Secondary Math (n=5)	Mean	39.2	38.0	40.0	13.0	12.5	13.1	12.8	12.9	13.3	13.4	12.6	13.5
	STDEV	5.8			1.4			2.2			2.6		
2021-2022 Test Takers		EPP	State	Nat'l	EPP	State	Nat'l	EPP	State	Nat'l	EPP	State	Nat'l
Elementary* (n=37)	Mean	48.5	48.0	51.2	13.1	13.1	14.2	13.8	13.7	14.1	13.8	13.6	14.7
	STDEV	6.5			2.3			1.5			2.2		
Secondary ELA (n=5)	Mean	40.2	44.4	46.0	13.0	15.3	15.6	13.6	14.3	14.8	13.6	14.8	15.6
	STDEV	5.0			2.2			1.7			2.1		
Secondary History (n=7)	Mean	42.6	44.1	44.7	14.4	14.7	14.9	14.8	14.6	14.7	13.4	14.7	15.1
	STDEV	2.2			1.3			1.0			1.2		
Secondary Science (n=1)	Mean	43.0	40.5	42.2	14.0	13.3	14.0	12.0	13.3	13.6	17.0	13.8	14.6
	STDEV												
Secondary Math (n=4)	Mean	39.3	37.6	39.6	12.5	12.3	12.9	12.5	12.6	13.2	14.3	12.7	13.5
	STDEV	1.7			1.0			0.6			1.5		

*Elementary Education: Literacy with Mathematics Task 4

**Cut scores for 2021-22 are 32 for World Language, 44 for Elementary, and 37 for all Content areas.

Licensure Exam Outcomes: MAT & EDL Candidates

Table 3.2. Licensure Exam Outcomes for MAT Elementary Candidates: Praxis II 2016-2022.

Praxis II: Elementary Candidates											
EPP Wide		N	IQR	Highest Score Observed	Lowest Score Observed	Median	Final Score Acceptable (%)	EPP Average	EPP Stdev	State-Wide	All Test Takers
2016-2019	Praxis II: 5002 Elem Ed	115	167.5-181	200	118	172	95.7	173.3	11.2	171.5	169.3
2021-2022	MS Reading & Language	44	162-171	193	144	168	93.9	167.9	10.1	167.7	165.7
2016-2019	Praxis II: 5003 Elem Ed:	116	167.75-190	200	143	176	94.8	177.3	13.9	172.6	172.9
2021-2022	MS Mathematics	50	153-182	200	117	170	78.0	167.9	20.1	-	168.9
2016-2019	Praxis II: 5004 Elem Ed:	115	158.5-173	199	119	166	91.3	166.2	13.0	165.3	165.6
2021-2022	MS Social Studies	55	151-173	193	134	161	81.8	161.8	14.5	161.1	163.7
2016-2019	Praxis II: 5005 Elem Ed:	116	162.75-178	195	134	170	96.6	171.1	10.2	168.9	168.5
2021-2022	MS Science	54	161-181	195	116	170	90.7	169.7	14.6	165.2	166.9

Table 3.3. Licensure Exam Outcomes for Elementary Candidates: Foundations of Reading 2016-2022.

Praxis II: Foundations of Reading												
EPP Wide		N	IQR	Highest Score Observed	Lowest Score Observed	Median	Passing Score	Final Passing (%)	EPP Average	EPP STDEV	State Average	State Pass Rate (%)
EPP Wide: Old Foundations of Reading Test												
	2016-2019	98	250-269.5	290	237	258	240	93.8	260.4	13.5	248.4	76.2
Subscore Category	1	98	3-4	4	2	3	-	-	3.4	0.6	3.0	
	2	98	3-4	4	2	3	-	-	3.3	0.7	3.0	
	3	98	3-4	4	2	4	-	-	3.4	0.8	3.1	
	4	98	2-3	4	1	3	-	-	2.7	0.7	2.5	
EPP Wide: New Foundations of Reading Test												
	2021-2022	50	245.3-261.8	291	199	257.5	233	88.0	253.5	17.6	250.3	87
Subscore Category	1	50	3-4	4	2	3	-	-	3.1	0.75	3.0	
	2	50	3-3.75	4	2	3	-	-	3.0	0.68	3.0	
	3	50	3-4	4	2	3	-	-	3.1	0.73	3.1	
	4	50	2-3	4	2	2	-	-	2.4	0.61	2.5	
	5	50	2-3	4	1	3	-	-	2.7	0.60	2.6	

Table 3.4. Licensure Exam Outcomes for Secondary Candidates: Praxis II 2016-2022.

Praxis II: Secondary Candidates & Cross-Endorsers (SPED)											
		N	IQR	Highest Score Observed	Lowest Score Observed	Median	Final Passing (%)	EPP Average	EPP STDEV	State Average	National Average
2016-2019	Praxis II 5039: English Language	18	175.5-183	191	161	179.0	94.4	179.3	7.3	175.2	174.1
2021-2022	Arts Content Knowledge	5	172-177	184	166	173.0	80.0	174.4	6.0	173.0	170.9
2016-2019	Praxis II 5081: Social Studies	19	162.5-174.0	197	155	169.0	84.2	170.4	11.1	165.2	161.5
2021-2022	Content Knowledge	15	151-172	199	122	162.0	66.7	161.5	16.5	164.6	165.1
2016-2019	Praxis II 5235: Biology Content	9	167.0-173.0	180	155	170.0	100.0	168.8	8.3	166.1	163.6
2021-2022	Knowledge	5	166-174	196	140	168.0	80.0	168.8	17.9	162.6	160.6
2016-2019	Praxis II 5161: Mathematics	23	160.0-166.5	178	151	162.0	78.2	164.0	7.2	160.0	155.6
2021-2022	Content Knowledge	7	139-193	199	136	159.0	57.1	163.0	23.4	154.8	150.9
2016-2019	Praxis II 5543: SPED Core	41	169-185	194	157	178.0	97.6	177.1	9.6	176.0	171.6
2021-2022	Knowledge and Mild to Moderate	10	179-183	190	169	180.5	100.0	180.1	5.7	172.6	170.2

Table 3.5. Licensure Exam Outcomes for Educational Leadership (EDL) Candidates: CAT 2018-2022.

Praxis II: Educational Leadership (EDL) Candidates											
		N	IQR	Highest Score Observed	Lowest Score Observed	Median	Final Score Acceptable (%)	EPP Average	EPP STDEV	State Average	All Test Takers*
2018-2019	Connecticut	32	167.75-177.25	192	160	172	100.0	172.5	7.6	170.2	169.8
2021-2022	Administrator Test 6412	21	163-176	187	154	170	100	169.7	9.2	168.8	168.2

State Licensing Measures: MAT & EDL Certification Rates

Table 3.6. Quinnipiac and Regional SOE Certification Rates by Cohort Graduation Year

Cohort Year	2022	2021	2020	2019	2018	2017
Quinnipiac MAT ²	97%	88%	96%	90%	96%	96%
Quinnipiac EDL	87%	86%	100%	100%	100%	100%
Statewide			-	-	87%	90%
University of Connecticut			-	-	98%	94%
Fairfield University			-	-	100%	83%
Western Connecticut State University			-	-	93%	95%

²In the 2017 cohort, 90% of MAT completers were certified in CT in 2017 and an additional 6% were certified in 2018 or in a different state (total 96%). In the 2018 cohort, 87% were certified in CT in 2018 and an additional 9% were certified in 2019 or 2020 or in a different state (total 96%).

Student Teaching Evaluations:

Table 3.7. Student Teaching Form D Assessment of Candidates by their Cooperating Teachers.

TaskStream Rubric Title	N	Total	High	Low	Mean	Stdev
		Possible	Score	Score		
Elementary						
Graduate MAT						
2017 ED 601 Form D Elementary Student Teaching Evaluation Cooperating Teacher	12	3.00	3.00	1.84	2.83	0.34
2018 Form D Rubric - Student Teaching	9	4.00	4.00	2.61	3.70	0.47
2019 Form D Rubric - Student Teaching	9	4.00	4.00	3.73	3.92	0.10
2022 Form D Rubric - Student Teaching	8	4.00	4.00	2.85	3.47	0.42
4+1 MAT						
2017 ED 601 Form D Elementary Student Teaching Evaluation Cooperating Teacher	26	3.00	3.00	2.65	2.94	0.11
2018 Form D Rubric - Student Teaching	31	4.00	4.00	3.32	3.87	0.17
2019 Form D Rubric - Student Teaching	29	4.00	4.00	3.41	3.90	0.16
2022 Form D Rubric - Student Teaching	17	4.00	4.00	3.21	3.68	0.27
Secondary Science						
2017 ED 601 Form D Student Teaching Evaluation Cooperating Teacher Secondary S	6	3.00	3.00	2.81	2.95	0.07
2018 Form D Rubric - Student Teaching	2	4.00	3.68	3.59	3.64	0.06
2019 Form D Rubric - Student Teaching	1	4.00	2.54	2.54	2.54	-
2022 Form D Rubric - Student Teaching	5	4.00	3.70	3.00	3.26	0.27
Secondary English						
2017 ED 601 Form D Student Teaching Evaluation Cooperating Teacher Secondary E	9	3.00	3.00	2.06	2.84	0.30
2018 Form D Rubric - Student Teaching	2	4.00	3.93	3.90	3.92	0.02
2019 Form D Rubric - Student Teaching	9	4.00	4.00	2.54	3.73	0.48
2022 Form D Rubric - Student Teaching	6	4.00	3.39	3.00	3.12	0.14
Secondary Social Studies						
2017 ED 601 Form D Student Teaching Evaluation Cooperating Teacher Secondary H	7	3.00	3.00	2.72	2.91	0.12
2018 Form D Rubric - Student Teaching	2	4.00	4.00	3.68	3.84	0.22
2019 Form D Rubric - Student Teaching	9	4.00	4.00	2.30	3.59	0.55
2022 Form D Rubric - Student Teaching		4.00	3.70	2.61	3.19	0.42
Secondary Math						
2017 ED 601 Form D Student Teaching Evaluation Cooperating Teacher Secondary M	8	3.00	3.00	2.77	2.89	0.39
2018 Form D Rubric - Student Teaching	6	4.00	4.00	3.24	3.78	0.29
2019 Form D Rubric - Student Teaching	10	4.00	4.00	2.85	3.76	0.10
2022 Form D Rubric - Student Teaching	5	4.00	3.70	3.15	3.30	0.22
Secondary Spanish						
2017 ED 601 Form D Student Teaching Evaluation Cooperating Teacher Secondary S	4	3.00	2.94	2.71	2.82	0.11
2018 Form D Rubric - Student Teaching	2	4.00	3.83	3.66	3.75	0.12
2019 Form D Rubric - Student Teaching	3	4.00	3.83	3.10	3.50	0.37
2022 Form D Rubric - Student Teaching	1	4.00	3.91	n/a	n/a	n/a
EPP Wide						
Graduate MAT						
2017 ED 601 Form D Elementary Student Teaching Evaluation Cooperating Teacher	20	3.00	3.00	1.84	2.86	0.31
2018 Form D Rubric - Student Teaching	14	4.00	4.00	2.61	3.74	0.47
2019 Form D Rubric - Student Teaching	19	4.00	4.00	3.10	3.83	0.22
2022 Form D Rubric - Student Teaching	19	4.00	4.00	2.85	3.44	0.38
4+1 MAT						
2017 ED 601 Form D Elementary Student Teaching Evaluation Cooperating Teacher	52	3.00	3.00	2.06	2.91	0.28
2018 Form D Rubric - Student Teaching	40	4.00	4.00	3.24	3.85	0.19
2019 Form D Rubric - Student Teaching	51	4.00	4.00	2.30	3.77	0.39
2022 Form D Rubric - Student Teaching	27	4.00	4.00	2.88	3.47	0.34

MAT Supervisor Form D Evaluations

Table 3.8. Student Teaching Form D Assessment of Candidates by their Student Teaching Supervisors.

Elementary	TaskStream Title	N	Total Possible	High Score	Low Score	Mean	Stdev
Graduate MAT							
	2017 ED 601 Form D Elementary Student Teaching Evaluation: Supervisor	12	3.00	3.00	1.77	2.85	0.37
	2018 Form D Rubric - Student Teaching	9	4.00	4.00	2.71	3.74	0.43
	2019 Form D Rubric - Student Teaching	9	4.00	4.00	3.73	3.92	0.11
	2022 Form D Rubric - Student Teaching	8	4.00	4.00	2.82	3.42	0.44
4+1 MAT							
	2017 ED 601 Form D Elementary Student Teaching Evaluation: Supervisor	26	3.00	3.00	2.68	2.96	0.09
	2018 Form D Rubric - Student Teaching	31	4.00	4.00	3.00	3.87	0.21
	2019 Form D Rubric - Student Teaching	30	4.00	4.00	3.12	3.86	0.23
	2022 Form D Rubric - Student Teaching	21	4.00	4.00	2.97	3.58	0.40
Secondary Science							
	2017 ED 601 Form D Student Teaching Evaluation: Supervisor Secondary Scienc	6	3.00	3.00	2.87	2.95	0.06
	2018 Form D Rubric - Student Teaching	2	4.00	3.70	3.43	3.57	0.19
	2019 Form D Rubric - Student Teaching	1	4.00	2.78	2.78	2.78	-
	2022 Form D Rubric - Student Teaching	7	4.00	3.82	3.09	3.35	0.24
Secondary English							
	2017 ED 601 Form D Student Teaching Evaluation: Supervisor Secondary English	9	3.00	3.00	2.74	2.94	0.08
	2018 Form D Rubric - Student Teaching	2	4.00	4.00	3.98	3.99	0.01
	2019 Form D Rubric - Student Teaching	9	4.00	4.00	3.22	3.82	0.26
	2022 Form D Rubric - Student Teaching	6	4.00	4.00	3.00	3.33	0.44
Secondary Social Studies							
	2017 ED 601 Form D Student Teaching Supervisor Evaluation Supervisor Second	7	3.00	3.00	2.81	2.91	0.09
	2018 Form D Rubric - Student Teaching	2	4.00	4.00	3.88	3.94	0.08
	2019 Form D Rubric - Student Teaching	10	4.00	4.00	2.60	3.58	0.37
	2022 Form D Rubric - Student Teaching	8	4.00	3.70	2.61	3.19	0.42
Secondary Math							
	2017 ED 601 Form D Student Teaching Evaluation Supervisor Secondary Mather	8	3.00	3.00	2.74	3.90	0.12
	2018 Form D Rubric - Student Teaching	6	4.00	3.90	3.32	3.64	0.22
	2019 Form D Rubric - Student Teaching	10	4.00	4.00	2.76	3.66	0.43
	2022 Form D Rubric - Student Teaching	3	4.00	3.15	2.91	3.06	0.13
Secondary Spanish							
	2017 ED 601 Form D Student Teaching Evaluation: Supervisor Secondary Spanis	2	3.00	3.00	2.61	2.81	0.19
	2018 Form D Rubric - Student Teaching	2	4.00	3.73	3.63	3.68	0.07
	2019 Form D Rubric - Student Teaching	3	4.00	3.73	3.39	3.55	0.17
	2022 Form D Rubric - Student Teaching	-	-	-	-	-	-
EPP Wide							
Graduate MAT							
	2017 ED 601 Form D Elementary Student Teaching Evaluation Supervisor	21	3.00	3.00	1.77	2.88	0.26
	2018 Form D Rubric - Student Teaching	14	4.00	4.00	2.71	3.76	0.47
	2019 Form D Rubric - Student Teaching	20	4.00	4.00	3.39	3.82	0.19
	2022 Form D Rubric - Student Teaching	18	4.00	4.00	2.82	3.35	0.39
4+1 MAT							
	2017 ED 601 Form D Elementary Student Teaching Evaluation Supervisor	52	3.00	3.00	2.61	2.94	0.18
	2018 Form D Rubric - Student Teaching	40	4.00	4.00	3.00	3.83	0.24
	2019 Form D Rubric - Student Teaching	52	4.00	4.00	2.60	3.75	0.36
	2022 Form D Rubric - Student Teaching	35	4.00	4.00	2.61	3.44	0.42

Dispositions Instrument: MAT Candidates

Table 3.9. Educator Disposition Assessment (EDA) scores from Initial Self-Assessment.

EDA Scores by Criterion: Initial Self Assessment							
		2025 (n=57)		2026		2027	
4+1 MAT	Criterion	Mean	Stdev	Mean	Stdev	Mean	Stdev
Disposition	Oral Communication	2.64	0.49				
	Written Communication	2.75	0.46				
	Professionalism	2.91	0.28				
	Positive Attitude	2.87	0.34				
	Preparedness	2.88	0.32				
	Appreciation of and value for cultural and academic diversity	2.89	0.31	Collect Fall 2023		Collect Fall 2024	
	Collaboration	2.78	0.42				
	Self-Regulation	2.67	0.47				
	Social-Emotional Learning	2.91	0.29				
	Average EDA Score	2.81	0.11				
		2024 (n=8)		2025		2026	
Graduate MAT		Mean	Stdev	Mean	Stdev	Mean	Stdev
Disposition	Oral Communication:	2.76	0.44				
	Written Communication	2.71	0.47				
	Professionalism	2.94	0.24				
	Positive Attitude	2.81	0.40				
	Preparedness	2.82	0.39				
	Appreciation of and value for cultural and academic diversity	2.93	0.27	Collect Fall 2023		Collect Fall 2024	
	Collaboration	2.71	0.46				
	Self-Regulation	2.57	0.51				
	Social-Emotional Learning	2.81	0.40				
	Average EDA Score	2.79	0.11				
		2024 (n=8)		2025 (n=57)		2026	
EPP-Wide	Criterion	Mean	Stdev	Mean	Stdev	Mean	Stdev
Disposition	Oral Communication	2.76	0.44	2.64	0.49		
	Written Communication	2.71	0.47	2.75	0.46		
	Professionalism	2.94	0.24	2.91	0.28		
	Positive Attitude	2.81	0.40	2.87	0.34		
	Preparedness	2.82	0.39	2.88	0.32		
	Appreciation of and value for cultural and academic diversity	2.93	0.27	2.89	0.31	Collect Fall 2023 (4+1) and Fall 2024 (GradMAT)	
	Collaboration	2.71	0.46	2.78	0.42		
	Self-Regulation	2.57	0.51	2.67	0.47		
	Social-Emotional Learning	2.81	0.40	2.91	0.29		
	Average EDA Score	2.79	0.11	2.81	0.11		

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Table 3.10. Educator Disposition Assessment (EDA) scores from Final Internship Assessment.

EDA Scores by Criterion: Final Internship Assessment							
4+1 MAT	Criterion	2022 (n=49)		2023		2024	
		Mean	Stdev	Mean	Stdev	Mean	Stdev
Disposition	Oral Communication	2.89	0.33				
	Written Communication	2.96	0.20				
	Professionalism	2.94	0.26				
	Positive Attitude	2.89	0.31				
	Preparedness	2.90	0.32				
	Appreciation of and value for cultural and academic diversity	2.91	0.29	Collect Fall 2023		Collect Fall 2024	
	Collaboration	2.86	0.34				
	Self-Regulation	2.78	0.42				
	Social-Emotional Learning	2.89	0.31				
	Average EDA Score	2.89	0.05				
		2022 (n=20)		2023 (n=14)		2024	
Graduate MAT	Criterion	Mean	Stdev	Mean	Stdev	Mean	Stdev
Disposition	Oral Communication:	2.92	0.28	2.93	0.26		
	Written Communication	2.93	0.27	2.93	0.26		
	Professionalism	2.90	0.33	2.93	0.26		
	Positive Attitude	2.85	0.40	2.81	0.45		
	Preparedness	2.91	0.28	2.79	0.41	Collect Fall 2023 & Fall 2024	
	Appreciation of and value for cultural and academic diversity	2.78	0.42	2.71	0.46		
	Collaboration	2.80	0.40	2.71	0.51		
	Self-Regulation	2.60	0.50	2.57	0.50		
	Social-Emotional Learning	2.82	0.43	2.81	0.40		
	Average EDA Score	2.83	0.10	2.80	0.12		
		2022 (n=69)		2023 (n=14)		2024	
EPP-Wide	Criterion	Mean	Stdev	Mean	Stdev	Mean	Stdev
Disposition	Oral Communication	2.90	0.32	2.93	0.26		
	Written Communication	2.95	0.22	2.93	0.26		
	Professionalism	2.93	0.28	2.93	0.26		
	Positive Attitude	2.88	0.34	2.81	0.45		
	Preparedness	2.90	0.31	2.79	0.41	Collect Fall 2023 & Fall 2024	
	Appreciation of and value for cultural and academic diversity	2.87	0.34	2.71	0.46		
	Collaboration	2.85	0.36	2.71	0.51		
	Self-Regulation	2.72	0.45	2.57	0.50		
	Social-Emotional Learning	2.87	0.35	2.81	0.40		
	Average EDA Score	2.87	0.33	2.80	0.12		

Dispositions Instrument: EDL Candidates

Table 3.11. EDL Disposition Assessment (EDLDA) Initial Self-Assessment.

EDLDA Scores by Criterion: Initial Self Assessment		Spring 2022 (n=10)		Summer 2022 (n=15)		Spring 2023 (n=12)	
Criterion	Mean	Stdev	Mean	Stdev	Mean	Stdev	
Disposition	1. Confidence	1.50	0.53	1.47	0.52	1.58	0.51
	2. Determination/ Perseverance (NELP 2.1)	1.70	0.48	1.93	0.26	1.83	0.39
	3. Vision (NELP 1.1)	1.30	0.82	1.47	0.52	1.25	0.45
	4. Driven to Learn (NELP 2.1)	2.00	0.00	1.93	0.26	1.92	0.29
	5. Conflict Resolution (NELP 2.1, 2.2, 2.3)	1.40	0.70	1.40	0.63	1.08	0.51
	6. Embraces Diversity and Equity (NELP 3.1, 3.3, 5.1)	1.80	0.42	1.80	0.41	1.67	0.49
	7. Relationship Skills (NELP 2.3, 5.1, 5.2, 5.3)	1.70	0.48	1.73	0.46	1.67	0.49
	8. High Expectations for All	1.80	0.42	1.87	0.35	1.67	0.49
	9. Positive Attitude	1.60	0.52	1.60	0.51	1.75	0.45
	10. Effective Communication (NELP 5.3)	1.60	0.52	1.33	0.49	1.33	0.49
	11. Integrity NELP 2.1	1.80	0.42	1.87	0.35	1.83	0.39
	12. Creates a Positive Culture (NELP 3.1, 7.2, 7.3)	1.70	0.48	1.87	0.35	1.75	0.45
	13. Possesses Professional Beliefs Commitment, and Work Ethic (NELP 2.1, 7.3)	1.70	0.48	1.87	0.35	1.83	0.39
	14. Adaptable in Working with Staff and Stakeholders (NELP 5.1, 5.2, 5.3)	1.60	0.52	1.87	0.35	1.58	0.51
	15. Self-Aware of Strengths and Weaknesses (NELP 2.1, 2.3)	1.80	0.42	1.80	0.41	1.75	0.45

Table 3.12. EDL Disposition Assessment (EDLDA) Final Assessment by Internship Advisor.

EDLDA Scores by Criterion: Internship Mentor Assessment		Fall 2022 (n=17)		Spring 2023		Fall 2023	
Criterion	Mean	Stdev	Mean	Stdev	Mean	Stdev	
Disposition	1. Confidence	1.88	0.33				
	2. Determination/ Perseverance (NELP 2.1)	2.00	0.00				
	3. Vision (NELP 1.1)	1.88	0.33				
	4. Driven to Learn (NELP 2.1)	2.00	0.00				
	5. Conflict Resolution (NELP 2.1, 2.2, 2.3)	1.88	0.33				
	6. Embraces Diversity and Equity (NELP 3.1, 3.3, 5.1)	2.00	0.00				
	7. Relationship Skills (NELP 2.3, 5.1, 5.2, 5.3)	2.00	0.00				
	8. High Expectations for All	1.94	0.24				
	9. Positive Attitude	1.94	0.24				
	10. Effective Communication (NELP 5.3)	2.00	0.00			Collect Spring 2023	Collect Fall 2023
	11. Integrity NELP 2.1	1.94	0.24				
	12. Creates a Positive Culture (NELP 3.1, 7.2, 7.3)	2.00	0.00				
	13. Possesses Professional Beliefs Commitment, and Work Ethic (NELP 2.1, 7.3)	2.00	0.00				
	14. Adaptable in Working with Staff and Stakeholders (NELP 5.1, 5.2, 5.3)	1.94	0.24				
	15. Self-Aware of Strengths and Weaknesses (NELP 2.1, 2.3)	2.00	0.00				